



Ray Primary School

Ray Unified District

651 Senator Chastain Drive, Kearny, AZ 85237

Mailing Address: P.O. Box 427, Kearny, AZ 85237-0427

ARIZONA
School Report Card
2001-02

Principal: Mr. Curt Cook

Schedule: 8:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: cccook572000@yahoo.com

Grades: Pre-K-4

2001 Enrollment: 350

Phone: (520) 363-5527 x 206

Fax: (520) 363-5017

▼ School Overview ▼

Mission

The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our school. We believe Schools are for children. Schools belong to the community. Schools are People Developers. Self-effort educates.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Team Planning
- w Consortia/Special Programs

School/Academic Goals

- w All students have the opportunity to master grade-level Arizona Academic Standards.
- w Students with special needs will demonstrate progress in accomplishing the goals of their independent educational plans.
- w All students will develop grade-appropriate writing proficiency using the Six Trait Writing skills. Students will develop writing portfolios and increase their understanding of good writing skills.

Instructional Programs

- w Bilingual
- w ESL
- w Gifted
- w On-site Special Education
- w Special Education Preschool
- w Pre-Kindergarten
- w Foreign Language
- w Substance Abuse Prevention

Enrollment

October 1, 2000 School Year Student Enrollment:	261
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	5

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 2 Community Member(s)
 0 Student(s)

Council Duties

w Curriculum Development
 w Textbook Selection
 w School Safety Issues
 w Extracurricular Activities
 w Parent/Educator Relations
 w Technology

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	17.00
Other Professional Staff	2.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	3	0	0	0
7 to 9 years	4	1	0	0
10 or more years	11	5	0	0

▽ Shared Responsibilities ▽

School

The Ray Primary School assumes the responsibility to provide information to parents about the school by distributing school handbooks to the parents of all students. It is also the responsibility of the school to provide a safe and nurturing environment where all students can be educated academically and socially so as to be productive citizens.

Parents

The school expects parents to cooperate in the district's educational effort by ensuring maximum attendance of their children, by requiring that their children cooperate in the educational endeavor of the district and by fostering an attitude in their children that recognizes the importance of education.

▽ Transportation Policy ▽

Transportation of students is a privilege extended to students in the district and is not a statutory requirement, except for necessary transportation of handicapped students. Transportation will be provided to students who live more than one mile from school and to students living within a mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided.

∨ Calendar Information ∨

Number of Instruction Days:	176	First Day of School:	8/15/01
Average Daily Instruction Time:	5 hrs. 15 min.	Last Day of School:	5/24/02

Operates on Traditional Schedule

Report Card Release Dates

10/24/01	1/9/02	3/13/02	5/24/02
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Library
W Multimedia Center	

Extracurricular Activities

W Science Olympiad	W SEATS Gifted Program
W Intramurals	W Title I Afterschool Program
W Primary Science Fair	

School/Community Resources

W Health Services	W Breakfast Program
W Lunch Program	W Counseling Services
W Crisis Intervention	W Prenatal/Parenting Assistance
W Literacy Classes	W Positive Parent Support Group (PAWS)

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

w SEATS Program for Gifted and Talented, Pinal County STAR Program.

w PAWS-Positive Attitudes Will Succeed, Self-esteem Program. Pinal County STAR Program.

w Outstanding Science Olympiad Coaches for 1998.

w Outstanding Science Olympiad Coaches for 1999.

Student Information: 2000-01 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
Attendance Rate	95.1 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	12.9 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	7.1 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	94.5 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	5.5 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Pinal County STAR Schools	1997
US West Connecting Teachers	1998
Science Olympiad Team - 1st Place	1999
Wal-Mart Teacher of the Year (4th Grade)	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	51	521	3%	13%	56%	25%
	State	60969	521	11%	18%	44%	27%
Writing	School	53	526	9%	16%	66%	7%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	50	526	6%	24%	34%	36%
	State	61089	510	14%	29%	34%	23%

Legend

MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB - Percent of students who Fell Far Below the standard
A - Percent of students who Approached the standard
M - Percent of students who Met the standard
E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	85	63	60
2	Reading	--	--	--	--	--	--	90	46	50	99	52	52	96	54	53
	Language	--	--	--	--	--	--	87	28	40	96	33	43	100	32	44
	Mathematics	--	--	--	--	--	--	93	53	51	100	64	55	100	68	57
3	Reading	84	44	44	95	47	47	89	44	47	95	37	48	86	46	50
	Language	85	40	45	91	46	49	91	41	51	88	39	54	91	49	56
	Mathematics	80	48	41	93	58	46	92	52	49	91	49	52	91	55	54
4	Reading	84	42	52	81	46	53	91	53	54	87	47	54	93	50	55
	Language	84	37	45	85	35	47	96	48	49	89	43	48	98	38	50
	Mathematics	81	60	48	85	60	51	96	71	54	94	66	55	96	59	57

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	56	60
Grades 3-4	90	85
Grades 4-5	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The responsibility for providing a safe and orderly environment is a priority for Ray Primary School. Plans and procedures are in place to ensure student safety in the event of an emergency on campus. Students are expected to respect their classmates and teachers. Students that are disrupting the learning environment will be dealt with fairly and promptly.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$40,011.32 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

One hundred percent of the funds were used for classroom teacher salaries. Funding boosted staff morale and enabled the district, which is in a declining enrollment situation, to maintain its existing staffing pattern.

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Curt Cook	(520) 363-5527	206
Transportation Policy	Gary Hannah	(520) 363-5515	202
Community Resources	Curt Cook	(520) 363-5527	206
School Nutrition Programs	Vickie LeChuga	(520) 363-5515	216
Parent Organization	PAWS Parents	(520) 363-5527	206
Student Health/Nurse	Sherry Ortiz	(520) 363-5527	207

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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